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ABSTRACT

This report summarizes an informal survey to determine how extensively inter-ethnic materials are being used in suburban school districts in the Kansas City Metropolitan Area. Data was obtained from responses to a questionnaire distributed to some 100 teachers and administrators from 20 districts enrolled in two courses, fall 1968. In no school or district did a percentage of black or other minority students constitute an appreciable proportion of the student body. Information was sought on the following topics: 1) representation, inclusion, and characteristics of minority groups in textual materials; 2) written policies of school districts on the use of inter-ethnic materials; 3) procedures for the selection of inter-ethnic materials; 4) availability of films, filmstrips, tapes, records, magazines, and other kinds of aids with inter-ethnic content; and 5) procedures utilized by school districts to distribute inter-ethnic materials. Some conclusions are: 1) the situation is very uneven; 2) more systematic efforts are needed to make high quality materials available and to help teachers use them effectively; 3) few districts have written policies encouraging use of such materials; 4) few districts have procedures to ensure adequate selection of a quantity of resources. In conclusion six policies are outlined to devise definite practices for encouraging the use of good inter-ethnic materials. A discussion by Garvin Hudgins on "The Negro Being Integrated Into History" is appended. (Author/JSB)

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The Use of Interethnic Materials in Education Series Directors in the Kansas City Metropolitan Area

Joseph F. Caliguri and Daniel U. Levine

February 1969

Center for the Study of Metropolitan Problems in Education
School of Education, University of Missouri - Kansas City
5100 Rockhill Road, Kansas City, Missouri 64110

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Preface

This report was made possible through the cooperation of teachers and administrators who enrolled in U.M.-M.S. courses on improving the teaching of intergroup relations and on teaching disadvantaged youth in suburban schools. In collecting the information on which the report is based and in many other activities carried on during the course, the participants showed not just a high degree of professional interest but also a deep personal commitment toward the goals of improving intergroup or interracial relationships among the young people in our schools. With deep appreciation for their interest and enthusiasm, this report is dedicated to the outstanding educators who are working to make our metropolitan area a better place for all of us to live.

Introduction

It would be easy to devote all the space in this report to identifying why instructional materials used in the schools should help students understand that the United States is made up of many racial, ethnic, and nationality groups which together have made our nation a prominent force in world history and in contemporary affairs. Generally classified under the heading "inter-ethnic materials," instructional resources of many kinds are now available for use by elementary and secondary teachers who realize that our schools have a major or even dominant role to play in developing citizens capable of recognizing each other's humanity and living and working together in our nation.

Until very recently, however, it was very difficult and often impossible to obtain an adequate variety of high quality inter-ethnic materials to use as the basic course content or as a substantial part of the supplementary content in most academic and non-academic subjects. Instructional materials at every grade level and in every subject commonly all but ignored the existence of black Americans and other racial minorities, and those which did give attention to black Americans as often as not perpetrated disproven ideas such as the myths that most slaves were happy and contented or that southern states in which Negro politicians were prominent after the Civil War were more corrupt than other states in the Union. As a result, teachers themselves frequently were unaware of the role racial and ethnic minorities have played in American history as well as the types of problems minority citizens face and the important element they constitute in our national life today.

All this is now beginning to change. Not only have many publishers begun to "flood" the market with more useful and attractive inter-ethnic materials, but teachers have more opportunities to acquaint themselves with these materials and to order them in sufficient quantities so that they can be used in every subject area in the school. There is still a long way to go, however, before most teachers will have had a chance to receive professional training which could help them properly assess the multiplicity of inter-ethnic materials now available and learn to use them effectively. The need to build inter-ethnic materials into the school curriculum is acute in every kind of school no matter what its racial composition, but in some respects it is most urgent of all in predominantly-white schools whose students have little opportunity for personal contact with black Americans or other racial minorities. Because relatively few black Americans live outside the central cities of the nation's larger metropolitan areas, most students in suburban or suburban-type schools outside the central city school district are in just this position. Growing up in predominantly-white environments, many suburban youngsters pick up derogatory or outdated stereotypes of their black fellow citizens or otherwise acquire attitudes and preconceptions which make it difficult for Americans to work together in solving the serious social problems with which our nation is now confronted. In one of the school districts included in the present study, for example, five teachers who examined the attitudes of 249 of their junior-high students found that 53 of these students openly expressed strong prejudices against black Americans. Even though hardly any of these students know any black people personally, some said they were sure they would dislike any black pupils who might someday be enrolled in their classrooms or live in their neighborhoods. It is exceedingly important, therefore, to try to determine the extent to which inter-ethnic materials are beginning to be used by

teachers in non-central city schools throughout the metropolitan area.*

This report summarizes the results of a relatively informal survey to determine how extensively inter-ethnic materials are now being used in suburban school districts in the Kansas City Metropolitan Area. The survey was informal in the sense that it did not attempt to sample every school district in the area or to systematically collect information from a randomly-distributed proportion of schools or classrooms in those districts which were sampled. Instead, information was obtained through the efforts of approximately one hundred teachers and some administrators who enrolled in two courses for suburban educators taught at the University of Missouri - Kansas City during the Fall of 1968 and who represented twenty of the nearly fifty major school districts in the metropolitan area. To obtain data, a short questionnaire form dealing with the use of inter-ethnic materials was devised and distributed to all participants in the two courses. Each participant who filled out the questionnaire did so in terms of his own school or classroom. Most of the participants did complete and return the questionnaire, and most of the questionnaires obviously reflected a conscientious effort to obtain accurate information. Thus even though the survey did not constitute an effort to specify the exact extent to which inter-ethnic materials are being used in the metropolitan area, it does provide a useful global picture of the general situation in the area's suburban schools.

So far as we know, no similar or more thorough study has been carried out and published in any other metropolitan area. Because the voluminous amounts of inter-ethnic materials which now can be purchased from the major publishing houses as well as from a host of smaller publishers presumably are being utilized in a number of urban and suburban school districts, and because many of these materials are either poorly prepared, inappropriate to their purposes, or even misleading, it would be valuable to conduct a much more intensive and comprehensive study aimed at determining whether materials actually in use are adequate or inadequate in quality, whether teachers are suitably prepared to utilize them properly, and whether they are being used with maximum effect to achieve their intended purposes. Such a study obviously would be a major project which would require the services of many outside specialists and several years' time to complete. Lacking these resources, we had to limit ourselves mainly to asking whether inter-ethnic materials were available and were being used at all, and to gathering a small amount of fragmentary and rather impressionistic data on their quality, the adequacy with which they are being used, and how their usage can be improved. Nevertheless, given the almost universal lack of empirical information which exists on the use of inter-ethnic materials in suburban school districts, even a small and relatively unambitious survey such as the one described in this report can help point the way toward steps which might or should be taken to improve the teaching of intergroup and interracial relationships in suburban schools and the quality of interpersonal relations in metropolitan society. After summarizing the results

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*In Kansas City, the nation's twenty-second largest metropolitan area, the term "non-central city" school districts includes a wide variety of suburban, small city, semi-urban, and urban-rural fringe school districts exclusive of the Kansas City, Missouri and Kansas City, Kansas School Districts. For convenience, these districts will be referred to simply as "suburban" school districts in the remainder of this report.

of the survey, therefore, this report will conclude with a section describing implications and conclusions derived from our Fall 1968 survey of inter-ethnic materials used in twenty suburban school districts in the Kansas City Metropolitan Area.

RESULTS OF THE SURVEY

Questionnaire and Sample

As noted in the introduction, the information in this study was obtained from approximately 100 teachers and some administrators from twenty school districts in the metropolitan area. School districts which were included ranged in size from 387 pupils at one extreme to 21,658 pupils at the other, and the individual schools represented varied in size from about 600 pupils to 2,300 pupils. In no school or school district did the percentage of black or other minority students constitute an appreciable proportion of the student body. Though one district drew six percent of its enrollments from racial minority groups, in most districts black students constituted less than two percent of overall enrollment, and many - including the largest district in the sample - evidently do not have a single black student enrolled in their schools.

Teachers who took part in the survey represented every grade level from the first through twelfth, and every subject from required English through the elective arts. In addition, several administrative, guidance, or other specialized personnel also participated in the course and provided information on the situation in their respective schools. Altogether, the teachers and administrators who returned questionnaires provided information on fifty different schools.

The questionnaire used to conduct the survey included eight items seeking information on the following topics: 1) representation, inclusion, and characteristics of minority groups in textual materials; 2) written policies of school districts on the use of inter-ethnic materials; 3) procedures for the selection of inter-ethnic materials; 4) availability of films, filmstrips, tapes, records, magazines and other kinds of audio-visual aids with inter-ethnic content; and 5) procedures utilized by school districts to distribute inter-ethnic materials.

1. Inclusion of minorities in instructional materials utilized in the classroom.

When one takes into account the almost endless variation in orientations, attitudes, skills, and values which must exist among the faculties in fifty diverse schools in twenty varied school districts, it is natural to expect to encounter a wide range of situations with respect to the availability and use of materials from school to school and classroom to classroom. Especially in the case of materials designed to improve intergroup and interracial attitudes and understandings, furthermore, one would expect that the newness of many materials, the inadequacy of teacher training programs in preparing teachers to evaluate and utilize these materials, and the divergent perceptions and viewpoints teachers will have on topics which some may view as controversial will contribute to a wide variation in the degree to which these materials are incorporated into the curriculum.

Even though we thus expected to find a large amount of variation in the use of inter-ethnic materials in the present sample of fifty schools and twenty suburban school districts in the Kansas City Metropolitan Area, we did not expect as much variability would occur as characterized the responses made to our questionnaire. The overriding pattern which emerged from the data, as a matter of fact, was one marked by unevenness in the use of inter-ethnic materials in suburban school districts. Thus whether concerned with the content of textbooks, the illustrations

used in basic or supplementary texts, or the "trade" books or other instructional materials available to teachers for use in the classroom, the continually-striking characteristic about the responses to the questionnaire was the enormous range of situations described by our respondents and the consequent impossibility of predicting from one questionnaire the situation that might be described on the next. In one school, for example, a teacher might report that books which included a significant proportion of black Americans in their illustrations were widely available throughout the school, while the next situation described might be one in which such materials were almost completely lacking in the school. Similarly, one respondent might provide evidence showing that the majority of teachers in her school were aware of some of the new inter-ethnic materials being produced by publishers and were attempting to purchase and utilize these materials effectively, but the next might indicate that most of her colleagues were either unaware of or not much concerned with using inter-ethnic materials. The responses reported on the following pages have been chosen partly to illustrate this unevenness and partly to give the reader a feeling for the types of situations which appear to exist with respect to the use of inter-ethnic materials in the twenty districts included in our sample and by extension throughout the suburban school districts in the Kansas City Metropolitan Area.

Respondents in the survey were asked to carefully examine and assess each set of texts and each major collection of supplementary materials available at various grade levels and in the primary subject matter areas in their respective schools. The enormous variation which was found to exist with regard to the portrayal of minorities in these materials can be inferred from the following representative quotations from the respondents' evaluations:

a. Pictures are included. However, written accounts are absent.

b. There are two pictures of Negroes, both during the time of slavery, in one social studies upper-elementary grade text printed in 1966.

c. Treatment of the Negro is inadequate in terms of space devoted to the topic and superficial in terms of content in our upper elementary social studies text printed in 1965.

d. Presentations in our textbooks show only successful minority persons with little of the frustrations of real life. Some books offer only enough to sell the product. But companies seem to be improving each year in presenting a truer view of society.

e. The few stories which are presented appear to be reasonably accurate and realistic. However, these stories portray life as it is for the minority groups termed, "middle class." They do not relate to the "ghettoes." Therefore, there is still a great need for children to be exposes to the entire gamut of minority group life.

f. Some are realistic and some are not. For example, <u>My Dog Rinty</u> has photographs of Harlem which are very realistic. However, <u>Epaminondas and His Auntie</u> is very unrealistic

and makes the Negro boy appear very stupid. It is a revision of an old fairy tale.

g. We do not have adequate multi-ethnic texts in our school. Minority groups are represented to a small degree in the Scott Foresman readers. Laidlaw English texts and Follett social studies texts are used. Gnerally, these occasionally show a white and Negro child working, studying, or playing together. These texts do not depict minority group life. The social studies texts mention one or two famous Negroes.

h. In the library of the elementary Spanish department, we have many books dealing with Spanish- and Latin-American customs. However, I do not feel these are presented realistically or in such a manner as to evoke understanding of the problems of Spanish-speaking people in the United States.

i. In one reading program, the Negro is presented as an integrated part of the literature. It contains pictures of interracial groups in everyday situations. It contains articles and stories written by Negroes about different ethnic groups. Most articles and stories are in contemporary settings and deal with current problems.

j. I have been impressed with the caliber of stories which appear in our basic reading texts. The characters, depicting minority groups are not printed as "super stars," but as real people with feelings, problems, aspirations, and the like just like everyone else. Many of these stories have provided an excellent springboard for discussion of prejudice. As a result of our discussions, some of the children are beginning to re-channel their thinking--to view members of these minority groups as human beings rather than as colors.

k. Most good music series give excellent attention to racial background and interest, including now the jazz and Dixieland basic forms which comprise much of the core of Negro music as we know it since the Negro Spiritual.

On the whole, then, although our respondents indicated that there is a growing tendency to utilize inter-ethnic materials in suburban schools in the metropolitan area,* the dominant conclusion suggested by their responses is that this trend

*A recent survey of twenty-six major textbook publishing firms revealed that while in 1960 these publishers tended to give evasive answers concerning whether minorities were portrayed in their materials but by 1966 half of the publishers claimed to be making a definite effort to portray minorities in their texts and illustrations. It is no surprise, therefore, to find evidence that this trend is now apparent in suburban school districts. (See Launey F. Roberts, Jr. "Minority Self-Identification Through Texts: A Study of Publication Progress," Journal of Human Relations, Third Quarter, Vol. 16, No. 3, 1968, Central State University, Wilberforce, Ohio, pp. 356-66.)

tends to be very uneven and has not become a significant force in many schools and classrooms.

Examining the lists of texts and other materials which made a noticeable attempt to include illustrations and content dealing with racial and other minorities and which respondents reported were in use in their respective schools, we found that social studies materials were listed more often than any other type. Literature, language arts, and biographical materials also were cited fairly frequently on these lists, but very little in the way of inter-ethnic materials seemed to be in use with respect to science, health, music, and mathematics.

Acknowledging our respondents' reports that many teachers in their schools either have very few inter-ethnic materials available in their classrooms and school libraries or have materials which do not portray black Americans or other minorities except occasionally and inadequately, and that good materials are particularly lacking in science, health, music, and mathematics, it is evident that many suburban school districts can and should make a much more systematic effort to provide more and better inter-ethnic materials in their classrooms. Though publishing companies are beginning to offer a variety of better quality inter-ethnic materials, generally these materials have not yet been systematically incorporated into school curricula in the Kansas City suburbs. The national need for doing so has been succinctly summarized by one author in the following commentary:

> She /the teacher/ must also make a point of seeking out many sorts of materials that will change the prevailing classroom atmosphere which tells the child he lives in an all white world; for to a Negro child this white world says that he is worthless; to a white child it says that he is superior and to both children these concepts are not only unrealistic but psychologically damaging.*

The consequent need for a systematic effort to incorporate inter-ethnic materials in all phases of curriculum and instruction in the classroom is no less pressing in the predominantly-white schools of the Kansas City suburbs than it is elsewhere in the nation.

2. Policies for the selection of inter-ethnic materials.

Judging by the responses of educators from the twenty districts included in the survey, very few school districts in the Kansas City Metropolitan Area have written policies encouraging or governing the selection of inter-ethnic materials for the classroom. Among those few which do have such policies, very little if any priority is explicitly assigned to the objective of utilizing such materials throughout the curriculum. Thus the statement of policies quoted below from one district in the area provides a broad mandate for teachers desiring to incorporate inter-ethnic materials into their teaching but probably would not have much effect on other teachers who may be less aware of the opportunities which exist for using such materials to teach good citizenship and intergroup understanding:

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*Katherine Baxter, "Negroes in the School Curriculum," Upper Merion Fair Housing Council, October, 1966.

a. To provide materials which will enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity level and racial groups of the pupils served.

b. To provide materials that will stimulate growth in factual knowledge, literary appreciation, depict minority group life, and aesthetic values.

c. To provide a background of information which enables pupils to make intelligent judgments of others in their daily life.

d. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical thinking and reading.

e. To provide materials representative of the many religious, ethnic and cultural groups and their contributions to the American heritage.

To the extent that written policies with clear priorities are useful in encouraging teachers to choose and utilize high quality inter-ethnic materials and in giving them confidence that district officials will support their efforts along these lines, suburban school district officials in the Kansas City Metropolitan Area generally have not yet given **sufficient** sanction and support to the goal of utilizing inter-ethnic materials to improve the teaching of intergroup relations for young people in their schools.

3. Procedures for the selection of inter-ethnic materials.

Responses describing the approaches used to select or obtain inter-ethnic materials in the respective school districts included in this study showed that a wide variety of procedures are in use within the various schools in the sample. The most common approaches are to locate authority for choosing such materials in one or more of the following personnel:

a. Formal teacher committees acting in an advisory capacity to administrative decision makers.

b. Individual teacher delegated the authority and responsibility for the selection of materials by the administration.

c. The librarian acting in cooperation with faculty members.

d. Curriculum coordinators working with appointed teachers' committees at the central office level.

The following excerpts from the questionnaires illustrate the variety of approaches or procedures:

a. Each teacher is given so much money in special course areas. Curriculum area groups choose texts. The librarian selects the books in consultation with social studies, language arts, home living and other faculty members representing these

curriculum areas.

b. In selecting materials, Textbooks in Print in 1968, is used. Our budget is certainly a factor in what we can order. Each grade level submits textbook requests it feels is necessary. The principal has the final decision on what is ordered.

c. We have a curriculum coordinator. He appoints teachers to serve as curriculum committees. He holds grade level meetings for discussion. Materials are placed in each building for teachers to examine for stated periods of time and then these teachers report to the curriculum committees. The curriculum committees make recommendations for adoption. These recommendations are approved by an administrative representative of the Board of Education.

d. We have a very up-to-date principal in our building who keeps up with all the materials. He is very interested in purchasing all materials that his teachers ask for in teaching all subjects. He calls in each grade level and each teacher is to present the materials that she thinks would be valuable in teaching our subject matter or our grade level.

e. Our district has an elementary supervisor who takes the lead in suggesting when we add new series. Then a number of teachers from each grade level from each building are sent to the administration building where new books are on display. These books are studied and discussed and voted on as to which ones are best. We, in our building, don't just have a text but three to five, and in some cases seven supplementary books.

f. Our school has no policy of selection of instructional materials. Individual teachers must be able to convince the principal that they need specific materials. There are no selection committees. Teachers are given an opportunity to request specific materials for the media center and, budgeting permitting, these requests are granted. The media center does have an adequate budget.

g. There is no district wide policy for selection of junior high material. Criteria for selection of instructional materials are developed along departmental lines rather than on a district wide or school basis. Under this system, teachers are largely responsible for selection of their materials.

h. Each building requests sample copies of different programs. Each building will discuss and vote on which program will best fit their needs. Selection is made by district wide voting and then the program is adopted.

Although there is no one best or universally appropriate way to approach the selection and coordination of inter-ethnic materials in the school curriculum,

the information provided by respondents from the districts included in this study reveals that whether and how to use such materials as often as not depends entirely on the initiative and independent judgment of staff members who may or may not be committed to improving the teaching of intergroup relations and may or may not be competent in assessing and choosing materials for this purpose. Also, it was apparent that procedures used for selecting inter-ethnic materials seldom include definite criteria for choosing among the growing volume of materials now available. Both these findings again indicate that in general there is little systematic effort to utilize inter-ethnic materials in the suburban schools in the Kansas City Metropolitan Area. In particular, much more could and should be done to involve classroom teachers in developing policies, selecting and applying criteria, and implementing plans to broaden and intensify the use of inter-ethnic materials. Given a chance to participate in such efforts, classroom teachers not only will add information necessary to the evaluation of student needs, the wise selection of materials, and the assessment of the impact of materials on the attitudes and behaviors of students, but also will tend to become much more meaningfully committed to the goal of improving intergroup relations instruction in the suburban school district.

4. Availability of audiovisual and related materials.

Responses on this item indicated that some suburban school districts in the metropolitan area have a sprinkling of films, filmstrips, tapes, records, magazines, and miscellaneous audiovisual aids dealing with minorities and their contributions to American life. For the most part, however, teachers in the twenty districts included in this study had little or no access to such materials in their own schools or were unaware of the existence or availability of such materials in their districts. Thus even if it were true that most districts did make such materials available, one would have to conclude that not enough has been done to acquaint teachers with these resources or to assist staff members in how to use them.

To be more precise, eight of the twenty districts were viewed by their teachers as possessing sufficient amounts of audiovisual and related inter-ethnic materials to be of some use to the classroom teachers. Nine others were cited as having only token amounts of materials which were not sufficient to be of any practical significance for teachers wishing to utilize such materials to improve intergroup relations instruction in their classrooms. The remaining three districts were viewed as having made no effort at all to secure these materials or make them available to the classroom teacher.

The following quotations and lists of materials obtained in response to the questionnaire indicate that some schools and districts are making a major effort to provide good audiovisual and related materials dealing with minority groups while others have as yet made almost no effort at all to accomplish this objective:

a. We select magazines to establish a good reference base for our students. We know it is not nearly broad enough and would welcome suggestions. Our new filmstrips have a minimal amount of ethnic materials. We try to choose companies that will give us as much realism as possible.

b. We do not have any films in our school. We have many filmstrips, tapes, records, etc., that at least introduce minority

groups to the students. We have records containing poems by Negroes, Spanish and Oriental authors.

c. Very few, mostly in Senior high. One set of Words and Action-Role Playing Photographs (18"x24") - Problems for Young Children, Holt, Rinehart and Winston, New York, 1967. Very good - realistic. Actual photographs of mixed groups with an excellent manual for use in the classroom.

d. (One junior high reported a rather extensive collection of AV materials as follows:)

McGraw-Hill Book Company
The History of the American Negro - Series of 8 filmstrips
"From Africa to America"
"Slavery in the Young American Republic"
"Slavery in 'A House Divided'"
"The Negro in Civil War and Reconstruction"
"The Negro in the Gilded Age"
"The Negro Faces the 20th Century"
"The Negro Fights for the 'Four Freedoms'"
"The Threshold of Equality"

Doubleday and Company, Inc.
Washington Tapes (Political Science Series)
"As the Negro Sees It"

Educational Reading Service, Inc.
Transparencies from "The Negro Heritage" Series

Mary McLeod Bethune	Marian Anderson
Crispus Attucks	Jackie Robinson
Harriet Tubman	Martin Luther King, Jr.
Dred Scott	

Subscriptions to 97 magazines and newspapers, including Ebony.

e. We rent or borrow from various sources. Johnson City library is the main source.

The approximate percent of books and materials dealing with minority groups in our high school district is under 1%. Curriculum guide references to minority groups are non-existent. Most of our majority group children have never experienced working side by side and sharing ideas with children of other ethnic groups. They accept the words and perceptions about other ethnic groups from their parents and peer group members.

5. Distribution of inter-ethnic materials.

Two additional items on the questionnaire concerned the distribution of in ethnic materials - particularly audiovisual materials - within the school

district. The comments from teachers in the school districts represented in the study indicated that these materials were generally distributed through teachers' requests to the school library or some other centralized location and that it often proved difficult to obtain good materials at an appropriate time through these sources. Quotations illustrating problems encountered in distributing inter-ethnic materials to classroom teachers showed the following kinds of situations existed with respect to difficulties encountered in gaining effective access to such resources:

a. The teacher orders from an audio-visual handbook. Many teachers never get around to ordering from the handbook.

b. Instructional materials from the public library are used by individual teachers in the School District. As we do not have an AV Coordinator, each teacher is free to select library materials at will. However, the majority of teachers do not make use of the library facilities for classroom use as we must order the films through Mid-Continent Library. Such films must be picked up one day and returned before the close of the library the following evening. Therefore, there is little or no time to preview the film. This teacher has found many of the films to be dated and often prove to be a waste of time. Many teachers do obtain books from the library for their class. However, the majority of the schools have satisfactory libraries in the school building.

c. Despite the fact that the majority of our schools are located within the Kansas City, Missouri city limits, we must pay a $3.00 fee in order to have a library card from the Kansas City Public Library. This is due to the fact that we do not pay the Kansas City school tax. Mid-Continent Library is located in the Antioch Shopping Center. As it is a new library, its instructional materials are quite limited. For this reason many of the teachers have found the library to be an ineffective means of obtaining quality instructional materials.

While we do not know the exact extent to which teachers in most suburban school districts in the Kansas City Metropolitan Area may find it more or less difficult to secure inter-ethnic materials than teachers in the three schools described in the preceding quotations, the information provided by teachers who participated in this survey did indicate that problems in obtaining and distributing inter-ethnic materials are widespread in the twenty school districts in which they presently teach. Much work remains to be done, it would appear, to improve arrangements for ordering and distributing such materials and facilitating the efforts of teachers who hope to make greater and more effective use of them in suburban schools in the Kansas City Metropolitan Area.

CONCLUSIONS AND RECOMMENDATIONS

The first and most general conclusion to be drawn from this survey of inter-ethnic materials available or in use among suburban school districts in Greater Kansas City is obvious. While some teachers have made a good start and are working diligently toward improving the teaching of intergroup and interracial relations, the situation from classroom to classroom and school to school is very uneven. More systematic and comprehensive efforts are needed to make high-quality inter-ethnic materials available in suburban schools and to help teachers use them effectively in conducting lessons and carrying out other activites in their schools and classrooms.

As is clearly demonstrated by the fact that several hundred teachers have volunteered to take evening courses on teaching intergroup relations offered this fall and winter at U.M.-K.C., an understanding of the need and a desire to utilize more and better inter-ethnic materials in suburban schools are widespread among teachers and administrators in the Kansas City Metropolitan Area. Among pupils, parents, and the general public, too, there is a growing recognition of the importance of emphasizing teaching for intergroup and interracial understanding, and a consequent willingness to support the efforts of school district officials who are beginning to move in this direction. In one local suburban school district, for example, district officials have recounted the following reaction which they described in a public newsletter that contained a special section on "Understanding Minorities":

> Understanding Minorities
>
> One of our most significant national issues is relations with various minority groups. This is a controversial matter, but ignoring it will not make it go away.
>
> Good instructional materials on race relations are being produced. Our libraries all have some books. Probably the most useful and best material we have right now are some filmstrips.
>
> 'Exploding the Myths of Prejudice' is a series of two filmstrips and records which brings to light a variety of myths and misconceptions which underlie racial prejudice. The narration points out that all human beings are basically alike and that prejudices are learned from a person's social environment. The series is most suitable for fifth and sixth grades.
>
> 'Ghettos of America' is a series of four filmstrips and records, presenting everyday life in Harlem and Watts through the eyes of the people who live there. This series is very well done and will help children understand a little of what it is like to live in a ghetto. Most significantly, they will learn that ghettos are not all alike, and that suburban and ghetto children have many things in common. The series is probably most appropriate for third grade, where the whole

> social studies emphasis is on city life. However, the presentations are good enough, and significant enough that fourth, fifth and sixth grade children should see them.
>
> Last spring, we had these filmstrips here on approval. Because of the possibility of controversy, several PTA representatives were asked to view them. Their reaction was quite favorable. Generally, it was 'What are you waiting for? The sooner, the better.'

The second general conclusion supported by this study is that present policies and arrangements among suburban school districts in the Greater Kansas City Area typically do very little to support or facilitate the efforts of teachers and administrators who are trying or might be willing to utilize more and better inter-ethnic materials to improve intergroup relations education in their school districts. Only a few districts have written policies encouraging teachers to use these materials, and fewer still have developed administrative procedures to ensure that adequate attention is given to inter-ethnic materials in the process of selecting resources for acquisition by classroom teachers, librarians, department chairmen, and other educators in the suburbs. Since little thought and money have been given to purchasing special resources such as films, film strips, and multi-media materials for use in a definite curriculum for the teaching of intergroup relations, most suburban school districts in the Kansas City Metropolitan Area possess nothing but a token amount of materials which turn out to be of little practical use to the typical classroom teacher. When teachers turn to public libraries or other potential sources of books as well as audio-visual inter-ethnic materials, on the other hand, they not only find few appropriate materials available there but also encounter many obstacles and bottlenecks in trying to acquire and schedule inter-ethnic materials for appropriate and effective use with their students.

Based on these general findings from our Fall 1968 survey of the use of inter-ethnic materials in suburban school districts in the Greater Kansas City Area, it is evident that suburban school officials who are serious about working to improve intergroup and interracial understanding in the metropolitan area should devise much more definite policies for encouraging the use of good inter-ethnic materials in their respective school districts. A systematic effort aimed at achieving this goal should include at least the following policies and practices:

1. Textbooks, trade books, library collections, and other materials which ignore racial and other minorities either in their illustrations or their content or which communicate stereotyped, misleading, or inaccurate information and ideas about minorities should be replaced by newer materials from publishers who are beginning to overcome these deficiencies without detracting from the general quality (e.g., appropriateness of reading level; high-interest content; attractiveness of graphic materials and format; durability; etc.) of their products.

2. Teachers, administrators, and other staff members should be provided with more training designed to acquaint them with the wide range of inter-ethnic materials now available, the ways in which these materials could be selected and incorporated effectively into school curricula, and the methods that might be used to evaluate the impact of these materials on the attitudes, values, and

understandings of youngsters attending suburban schools.

3. Systematic procedures should be developed to tie the selection, utilization, and evaluation of inter-ethnic materials into a sequential process which gives teachers maximum encouragement and support in acquiring and introducing such materials for effective use in the classroom. Where professional committees of teachers, supervisors, and other professional personnel already are organized to determine what instructional materials and methods should be used in the school or school district, these committees should be given an explicit mandate to broaden and improve the use of inter-ethnic materials in suburban curricula and should be given technical assistance to help them achieve these goals. Where such committees do not presently exist, special task forces should be organized to assess and expand the use of good inter-ethnic materials in as many grade levels and subject fields as possible. Community representatives, too, should plan an important role in serving on these committees and otherwise working with school district officials and personnel to help build an effective intergroup education curriculum in every suburban school district.

4. In addition to inter-ethnic materials supplied for the use of individual classroom teachers, wherever possible each school should have a variety of relevant biographies, trade books and other specialized materials on inter-ethnic topics available in its library or resource center. Schools too small or inadequately financed to possess their own libraries or resource centers should share appropriate collections of inter-ethnic materials maintained in the district curriculum office or other central location easily accessible to teachers in the individual buildings.

5. In every school, and wherever possible at every grade level and in every subject field, a staff member should be designated to take special responsibility for facilitating and coordinating the use of inter-ethnic materials by teachers in the school. Given appropriate training, released time, and/or special compensation for this task, these coordinators would perform an indispensable function in a comprehensive plan for improving intergroup and interracial understanding in the metropolitan area.

6. Each suburban school district should have at least one full-time audiovisual director or coordinator whose job includes special emphasis on acquiring, maintaining, and distributing high quality materials for teachers to use in implementing intergroup education curricula in the school and classroom. However, since it would be financially impossible or uneconomical for all but the biggest suburban school districts to maintain a large collection of audio-visual aids and related materials for teaching intergroup and interracial understanding, suburban school districts in the Kansas City Metropolitan Area should work together to establish and support a central collection of inter-ethnic instructional, audiovisual. and related materials from which teachers in each district could withdraw relevant items for appropriate periods of time and at which they could acquaint themselves with the wide variety of materials now on the market as well as receive training in how to utilize these materials most effectively.

As we have noted at several places in this report, understanding of the imperative need to utilize more and better inter-ethnic materials in suburban classrooms seems to be growing very rapidly both among educators and the clients they serve in suburban school districts in the Greater Kansas City Area. Will this

understanding tend to take the form of a vague feeling that "somebody should do something," or will it be translated into an effective program for building constructive and socially-positive attitudes among the young people of the metropolitan area? The answer to this question will depend in large measure on the acceptance and implementation of such recommendations as are spelled out above for expanding and improving the utilization of inter-ethnic materials in the area's suburban school districts.

APPENDIX I

Blacks and Black Studies

NEGRO BEING INTEGRATED INTO HISTORY

By Garven Hudgins
(AP Education Writer)

Washington (AP)--An intense campaign is under way in the nation's schools and universities to restore the Negro to the pages of American history where his role in the past has been frequently inscribed with invisible ink.

Major school systems, colleges and universities--many of them in the South--are changing texts and curricula to adopt more Negro history and to reflect this nation's pluralistic society.

The effort is for the most part the work of enlightened educators but also is partly the result of demands from Negro leaders and community authorities and from legislators attuned to Negro voters.

Move Is Exploited

Operating on the fringe are those who see opportunity in economic exploitation of black history.

"It's pathetic," says Armand Golang, Seattle school district director of social studies. "This is too important a topic to exploit. But we've reached a peak. We are oversaturated with material and too much of it is no good--too much of it is a publisher trying to make a buck."

The prestigious Lincoln Filene Center for Citizenship and Public Affairs at Tufts university has just completed a federally financed research project on instructional material and teaching strategies for dealing with race in American life.

Correlating results of the research, the center's John S. Gibson reported: "It is generally assumed that instructional materials which have pictures of black students, stories about blacks in the suburbs and considerable emphasis on key black figures of history serve to make a substantial improvement in the teaching and learning about democratic human relations. This assumption is invalid."

The Lincoln Filene Center research, Gibson said, demonstrates that it is more effective to give a child a realistic understanding of past and present by including contributions to the development of America by people from a wide variety of groupings and nations.

Textbook publishers, Gibson says, can make significant contributions by focusing their materials on "the realities of life in our society and a balanced presentation of man and society in the United States yesterday and today."

'Act Without Thinking'

Dr. Joseph Applegate, director of Howard university's 40-year-old Center for

African Studies, believes many schools and colleges are hurriedly adopting African culture courses under pressure and without a clear idea of what they're getting into.

"In a way, it's like the frantic activity which took place in some fields after the Russians put up Sputnik 1," Applegate says. "There were Russian departments and Russian studies springing up all over the place. But eventually things settled down, just as they will in this area of Afro-American studies. We will attain a greater expertise in this field and then we will have an extra dimension gleaned from the ideas contributed by a totally different culture."

Other factors besides a search for identity are involved in Negro student demands for courses in African culture and language, Applegate says.

"What many people call the search for identity is something else," he says. "It's the idea that the students want to get information from sources which have been neglected. These sources may be people from Africa or they may lie in material many people would toss aside as worthless.

"But a great many of these students identify themselves, after all, as Americans. Still, they want to get ideas which may be quite different from those they have been able to acquire from ordinary sources available to them in the past."

In Seattle, Golang also believes the time is past for looking at the need for compensatory courses on the Negro solely from a quantitative point of view.

"We have to look at it qualitatively," he says. "What we need to do is incorporate black history into regular American history. To kids who demand separate Afro-American courses, I say: 'You are at 9 a.m. yesterday when it is 4 p.m. today.'"

Disorder on Campuses

Demands for establishment of independent African departments--with student authority to hire and fire teachers--has led to disturbances on some university campuses.

These demands have been made by the more militant black students joined by radical white student organizations.

But Roy Wilkins, executive director of the National Association for the Advancement of Colored People, has said that "black students asking for black autonomy within colleges is another version of Jim Crow segregation."

These campus disturbances are considered by many educators as incidental to the principal issue which is the overwhelming trend to spread the instruction of the Negro's role in American history in schools, colleges and universities across the land.

Seattle has introduced elective black history courses at most high schools and incorporated "minority history" into social studies classes in elementary and junior high schools. . . . . .

"None of the heroes of the slave era are mentioned--Harriet Tubman, Frederick Douglass or Crispus Attucks," says Graves. 'They didn't list the good or the bad. What they say about the Negro's contribution is so diluted it would lead any child to believe the Negro had no role."

As for the texts there is disagreement among publishers regarding whether sufficient materials are available to meet increasing demands for Afro-American courses at all school levels.

Spokesmen for Holt, Rinehart and Winston, Inc., and for Prentice-Hall said they have taken a hard look at the subject and have "attempted to integrate materials on the issue."

They concede, however, that neither company yet offers anything dealing specifically with Afro-American history.

A spokesman for Houghton Mifflin company said the demand for materials dealing with Afro-American culture has been extremely active not only in recent months but for the last few years. He believes most publishers have been meeting the demand.

'Black Needs First'

Eugene Winslow, a former teacher, left a job as an advertising executive to join Afro-Am Publishing Co., Inc., a Chicago firm specializing in educational material on Negro history.

"We try to relate a little more closely to the needs manifested by the blacks themselves," Winslow said. "The others have to abide by the educational interests of the so-called white establishment."

Afro-Am's first publication, "Great Negroes, Past and Present," is in use in several school systems and the company plans to release later this year an elementary school-level black history text which will be designed for correlated use in U. S. history courses.

An executive of McGraw Hill publishers criticizes much of what has so far been published on Afro-American culture as irresponsible. The reason, he says, is that there are not enough scholars in the field who can make meaningful contributions.

"What has been produced has not carried the cart very far," the executive says. "It takes time to compile these materials without being corny. It takes time to change perspective. The learning process as well as the content has to be coped with. Soon we will see the emergence of responsible materials on the subject."

Milton Goldberg, director of the Philadelphia Board of Education's Curriculum Development department, comments:

"We are reviewing all textbooks and eliminating those that perpetuate distortion or myths about Africa or Afro-American history. A committee of teachers selects the textbooks that represent the best new scholarship in the field of history. A bad history or a half history is harmful for all kids."

Course Content Studied

A recent meeting of the National Council for Social Studies in Washington went into the question of what a course in black history should contain. A warning was voiced against making such a course a "cherry tree" history of sugar-coated success stories.

"One hundred pages of cotton candy about Jackie Robinson does not teach the realities ghetto students need to cope with the world," said Prof. Louis R. Harlan of the University of Maryland.

"We need to present a black past that has villains as well as heroes," Harlan said.

Typical of efforts to integrate the Negro into school curricula is the program adopted by Minneapolis public schools.

Mabel Melby, elementary curriculum consultant for the Minneapolis public school system, says the entire social studies curriculum in the city's schools are to be revised this year "to give a more accurate portrayal of the role of minorities."

"Rather than offering separate courses in minority history, we are incorporating the subject within the main stream of history so that it doesn't stand out by itself. We are trying to make it a part of other events," she says.

Aim at Relevance

Mark R. Shedd, Philadelphia public schools superintendent, believes student demands for black history courses are based firmly on a strong desire to improve the relevance of their education.

"Our black students asked for the introduction of black history into the curriculum," Shedd says. "Their concerns were significant. They wanted greater authenticity. They were studying totally white curricula in totally black schools. To them, a curriculum that ignored the contributions of the black man to the development of the world was an irrelevant curriculum. We listened to them. We understood them. We agreed with them."

In Chicago, Afro-American history is a one-semester, full credit course offered at all 55 of the city's public high schools.

Kentucky's board of education now requires the inclusion of Negro and other minority group history in all American history courses for high school seniors.

But a new civil rights group, the Youth Council of the National Association for the Advancement of Colored People, recently declared many black students feel the elective Negro history course in Louisville schools is "a kind of mockery."

In California, all state colleges have some sort of black studies course, but none has a separate black studies department.

A major effort in California has concerned a new eighth-grade history text, "Land

of the Free," which went into use throughout the state a little more than a year ago.

Max Rafferty, state superintendent of public instruction, says: "In the past, the role of racial minorities has been mostly ignored. Now we have a number of books in the schools that portray fully and factually the role of the Negro in American history."*

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*The Kansas City Star, February 2, 1969, p. 11